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ABSTRACT

A study examined the international knowledge of beginning journalism students. Subjects, 220 beginning newswriting students from five schools and departments of journalism at large, state-run universities across the United States, were given a questionnaire adapted from another source which asked students questions on global issues and their use of mass media. Results indicated that: (1) the level of international knowledge was lower than that recorded in 1980 by the survey instrument on which the current research was based; (2) news editorial students scored significantly better than any other group; (3) those who relied on print sources for news scored better than those who relied on broadcast sources; (4) students who read the newspaper frequently scored better than those who read the paper less frequently; and (5) higher levels of international activities did not lead to higher scores. (Two tables of data are included; two additional tables of data, 25 references, and the survey instrument are attached.) (RS)

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THE INTERNATIONAL KNOWLEDGE
OF BEGINNING JOURNALISM STUDENTS

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I - PURPOSES

"I really like your proposal to write your long story on how the Iran-Iraq War is affecting Iranians and Iraqis here in Ames. But you're going to have to do some background research on things like the Middle East, Arab-Persian tensions, and Islam."

"Islam? Isn't that like Christianity?"

- A conversation between an Iowa State University journalism teaching assistant and one of his students. Ames, Iowa, Fall 1987.

It is a safe bet that any person concerned with world affairs and global education in the United States will at some time smash headfirst into a scene of appalling ignorance. Paul Parsons (1985) discovered that his students couldn't tell the Middle East from Central America, and Atkins (1985), in the same issue of Journalism Educator, cites many other anecdotes. Hirsch's now-celebrated Cultural Literacy was written as a reaction to the social neglect which caused this lack of common background knowledge among this generation of Americans. This lack of knowledge, Hirsch says, "is a chief cause of their inability to communicate effectively" (Hirsch, 1988, p. 9).

This researcher has smashed into this wall of ignorance himself. The conversation at the beginning of this paper was the point of that collision, and that collision also set him to wondering. What do American journalism students know about their world in 1988? What ought they to know? What ought to be done to fill in the gaps that are sure to be revealed?

Besides which, the researcher thought, Hirsch has a salient implication for journalism education. Since more effective communications are an important part of the cultural literacy and global literacy movements, shouldn't they be right at home in the journalism department? Don't they need to be right at home in journalism education, when the concept "communications" includes the concept "crossing boundaries," not just geographical, but cultural, linguistic, economic, and ethnic. Today's journalism students will have to be ready to cross boundaries, because even if they don't go to the boundaries, the boundaries will come to them.

This paper describes results from a survey of international knowledge, administered to 220 beginning newswriting students from five schools and departments of journalism at large, state-run universities across the United States. The results are intended as a pointer, a warning flag, a cry that the flood of a new world is already upon us. That flood can drown us or it can take us on to fortune.

II - World Education in the Journalism Curriculum

In 1987, Hirsch's Cultural Literacy and Bloom's The Closing of the American Mind hit the bookstores with two different analyses of the many different reports of illiteracy and curricular poverty. Hirsch's book is an unswerving plea for curricular reform, because he believes that teaching content is just as important, even more important, than teaching "reading

skills." Some may say the microchip has made the Minotaur a useless relic. Hirsch replies that children need Washington and the cherry tree, Scrooge and Christmas, Marathon and Waterloo and all the fights historical now more than ever (Hirsch, 1988, p. 31). Why they need it plays right to the heart of journalism education.

The more specialized and technical our civilization becomes, the harder it is for non-specialists to participate in the decisions that deeply affect their lives. If we do not live in a literate society, the technicians will not be able to communicate with us nor we with them (Hirsch, 1988, p. 31).

Bloom says that the cultural relativists have not only failed American culture, they have failed all the others as well. "It is the rarest of occurrences to find a youngster who is infused by [today's] education to know all about China or the Romans or the Jews," Bloom says (p. 34). On the more pragmatic side, the National Geographic Society reported in 1988 that young Americans probably couldn't find China, Italy, or Israel on a map even if they did love them (see Grosvenor, 1988). And President Carter's Commission on Foreign Language and International Studies said that young Americans probably couldn't speak with the Chinese, the Italians, or the Israelis in their own languages even if they did meet them (see President's Commission on Foreign Language and International Studies, 1979).

Many other studies have described this lack of knowledge of American youth. The researcher believes that this lack of knowledge is grossly deficient for the complete education of American journalists. After all, how else will most Americans

see the world? Through the writer's pen and the camera's lens. Morehouse (1979) shares this concern; he says the media have a role to play in increasing public understanding of international issues, since they "are an instrument par excellence for informing the public" (p. 12). Rubin (1977) says "the media have become the most important single institution in shaping our views of the outside world" (quoted in Morehouse, 1979, p. 1).

Nevertheless, international studies do have a long tradition in journalism education. There were "lectures in live issues in the United States and foreign countries" in the first (1893-1894) comprehensive journalism curriculum, at the Wharton School of Business at the University of Pennsylvania (Sutton, 1945). Allen Sinclair Will, who in the 1920's wrote the journalism curriculum at Rutgers University, said the liberal education of the journalist included an overseas dimension, for reporting on the wars and crises of the day was "work [which] can no longer be done bunglingly, for newspapers know that readers require it to be done well" (Will, 1931, p. 151). The necessity for a liberal education for journalists has been reaffirmed by Wilcox (1959), by the Association for Education in Journalism (see Journalism Quarterly 34 (1957): 364-365), more recently by the "Future Project" of the University of Oregon School of Journalism (National Task Force on the Future of Journalism and Mass Communication Education, 1984) and of course by the standards of the Accrediting Council for Education in Journalism and Mass Communication. Altschull sums this up when he wrote, "Journalism education is not merely a matter of training young men and women

in the lore of the newspaper or the broadcasting station. It is an important element in world politics" (Altschull, 1983, p. 21).

There is still a long way to go in improving the international portion of the journalism curriculum. Brownlee reports (in Ogan and Brownlee, 1986, p. 30) that "international affairs play a significant role in quite a few non-journalism courses, but the international content depends on the individual instructor's inclinations. John Maxwell Hamilton's Main Street America and the Third World describes methods of exposing journalism students (and the general public) to developing-world stories right in their own backyards. These techniques have been incorporated in courses at Northwestern University and at Indiana University. Brownlee says the challenge is to find a link between the student-writer and the country or issue concerned (Brownlee, 1988, p. 17).

A step beyond Hamilton's approach is to arrange for direct contact between the student and the overseas media. Professor Robert Abelman of Cleveland State University runs a program of student internships in foreign media organizations (Abelman, 1988), while Professor Dan Jones of the University of Houston - Downtown worked in the opposite direction, by arranging for German journalism students to explore the American media system and to explain the robust German student press. The German visitors were "shocked and saddened" by the lack of interest in world affairs in their American counterparts; Jones sees this as

an indicator of the need for personal interaction in journalism education:

Imparting a sense of international awareness is one of the most difficult challenges a journalism educator faces, for it ultimately requires that students experience directly cultures other than their own, an encounter which cannot be simulated in either the classroom or the newsroom (Jones, 1988, p. 8).

III - Development of an Instrument, and Hypotheses

In his review of the literature, the researcher was convinced that the best form of his survey instrument would be a shortened and updated version of the instrument published in the book College Students' Knowledge and Beliefs: A Survey of Global Understanding (Barrows, 1981). This survey instrument was written by researchers at the Educational Testing Service of Princeton, N.J., and faculty members from Eisenhower College, Seneca Falls, N.Y. The survey writers took a global issues approach instead of an area studies approach (see Barrows, 1981, p. 2), and included questions of knowledge based on the following broad issues:

Environment	Relations among States
Food	War and Armaments
Health	Human Rights
Energy	Racial and Ethnic Issues
Religious Issues	Population
Arts and Culture	International Monetary and
Distribution of	Trade Agreements
Natural Characteristics	

The researcher dubbed this list the "Eisenhower List", and decided to include questions from all the categories in the list in his instrument, with the addition of several new questions. He pared down the original list of 101 knowledge questions to 44,

then sent a rough draft to his collaborators at other universities. The collaborators told him that even this much was too long, so the list was shortened to 32 questions. Twenty-five of them were taken from Barrows (1981) with only slight revision; the rest were taken from other sources or written by the researcher.

Of course, these questions of knowledge, which formed part B of the survey instrument, would have been useless without demographic data to accompany them. Most of these questions were based on Barrows (1981). Some were lightly revised, some were greatly rewritten (for a fuller description of this process, see McGrath, 1989). The first seven questions dealt with basic demographic variables and the length and depth of the respondents' interaction with international affairs. The other questions asked for the respondents' use of the mass media.

One question not asked by Barrows (1981) with great salience to the survey was question 5 of part A, on the choice of a mass communication career. It was a given that the four most typical sequences in journalism education - news-editorial, broadcast, advertising, and public relations - would be included. What else to include was the difficult decision. The final choice was to compress the other specialties like science writing or photojournalism into an "other" category. Also included was "no-preference" choice, based on citations in Cole (1985, p. 5) and the report of the Future Project at the University of Oregon

(National Task Force on the Future of Journalism and Mass Communication Education, 1984, p.51), which both noted that many students study journalism on their way to law school.

The rest of the background questions dealt with the respondents' use of newspapers, radio, and television, on the fairly natural assumption that this was useful to know about future media professionals. Again, the questions were all taken from Barrows (1981), although many were revised from the original. For example, in Barrows, the questions "Do you regularly read a newspaper with international news?" and "Do you regularly read a weekly newsmagazine?" were followed by lists of titles. The researcher was not satisfied with the lists presented, but he was sure a list of his own would have its own holes. Therefore, he made these two questions open-ended. On the other hand, the question on hours of television watched per week was changed from an open-ended original to a six-cohort form in order to make the coding easier. The final background question, on the choice of (four) fictitious background headlines, eight of the sixteen original headlines were updated. For example, "Mississippi River Reaches Flood Stage" was changed to "Mississippi River Reaches New Low" in a year when Old Man River was doing just that.

The questionnaire was drawn up to test the following hypotheses:

- H1. News-editorial students will score significantly better in international knowledge than any other mass communication group.
- H2. Those who cite printed sources as their main source of information about current events will score significantly better in international knowledge than those who cite broadcast sources as their main sources of information about current events.
- H3. Students with a high rate of reading newspapers will score significantly better in international knowledge than those with a low rate of reading newspapers.
- H4. Those who read "serious news" will score significantly better in international knowledge than those who do not.
- H5. The more one reports activities that show direct personal interaction with overseas cultures, the better will be one's score in international knowledge.
- H6. Persons who report long periods of time spent outside the United States will score significantly better than those who do not.
- H7. Those who show a high rate of direct personal interaction with overseas cultures will score significantly better than those with a high rate of newspaper reading, and those with a high rate of newspaper reading will score significantly better than those with a high rate of television viewing.

For the purposes of this survey, the higher score a respondent achieved on the questions of international knowledge, the better was considered the respondent's global understanding. The researcher's definition of "global understanding" is slightly rewritten from a definition of "global education" by Babich (1986), which reads as follows:

Global understanding is the possession of:

- the ability to conceptualize and understand the complexities of the international system,
 - a knowledge of world cultures and world events,
 - and an appreciation of the diversities and the commonalties of human values and interests
- (Adopted from Babich, 1986, p. 14).

With hypotheses declared and a questionnaire set up, administration of the survey could now begin.

IV - Administration of the Test

The researcher wanted both Iowa State beginning newswriting students and such students at other universities to participate in this survey. To that end, he secured the cooperation of journalism faculty members Penn State University, Indiana University, and the Universities of Washington and South Carolina during the 1988 Annual Meeting of the Association for Education in Journalism and Mass Communication (2-5 July 1988). They were selected for their geographic dispersion, the presence in their curricula of a basic newswriting course, and the interest of faculty members in this project. The five schools combined would provide a pool of roughly 500-600 beginning newswriting students.

The researcher wanted to test this class of students because a) of his experiences in teaching such a class, b) all students (in these schools, at least) have to pass this course before advancing to higher courses, and c) this was the one place where news-ed, broadcast, advertising, and public relations students could be found in the same room at the same time. Patrick Parsons (1988) chose this group for the same reasons in his research on values of journalism students, and Mann (1988) agreed, adding that "student sequence choices [then] were more likely to be based on perceptions rather than real-world experiences" (Mann, 1988, p. 61).

The questionnaire was typeset on a Macintosh computer, using PageMaker desktop publishing software, and printed on a laser printer. Six hundred photo-copies were made, at at least one hundred were shipped to the four cooperating universities. The surveys were administered between 25 October and 2 December 1988 at the five schools. The data from the completed surveys were entered into a file on a VAX mainframe computer and analyzed with SAS statistical software.

V - Results

A complete set of tables is found in the Appendix. For more detailed explanations, please refer to McGrath (1989).

The number of usable surveys returned was 220 altogether. Seventy-one were from Iowa State, 23 from Indiana, 38 from Washington, 68 from South Carolina, and 20 from Penn State. The main reason for the low tallies from the outside universities was the lack of time that could be taken away from instruction. It was disappointing to fall so short of the anticipated goal, but the number was judged large enough for valid analysis.

The respondents were in the typical college age bracket; 70 percent were either 19 or 20 years old. The group was about 70 percent female (153 out of 220), which nowadays is the norm for journalism schools (see Patrick Parsons, 1988, and Becker, 1988, p. 5). There were 197 (89.55%) white respondents, 12 blacks, 7 Asians, 4 Hispanics, and no Native Americans. This ratio also corresponds with Becker (1988), who found that one in ten of 1987 journalism graduates classified themselves as members of a racial

or ethnic minority.

Choice of career was more dispersed. Fifty-eight (26.36%) said they preferred a news-editorial career, 43 selected broadcasting, 62 (29.18%) chose advertising, 35 went for public relations, 14 were in the "other" group, and 8 did not want a career in mass communications.

The number of students with some kind of overseas contact was larger than expected. One hundred and twenty-four (56.36%) said they had traveled outside of the United States, 88 said they had pen pals, but 59 (26.82%) said they had never been involved in international activities. However, the depth of this overseas commitment is shallow. Only 24 persons (10.99%) said they had been outside of the U.S. for more than six months.

Just over 50 percent of the respondents said their main source of current events information was newspapers; 33 percent said television. Thirty-seven percent say they read a newspaper every day; only 5 percent read a newspaper less than once a week. (About 13 percent of the Barrows group read a newspaper less than once a week.) This survey group read the entertainment section of the newspaper more often than the Barrows group of 1980, but they read local, state, and national news and editorials much more often. Twenty-three percent said they regularly read a weekly newsmagazine; but almost 58 percent said they "regularly" read a newspaper with international news. The researcher's impression of the responses to specific newspapers (an open-ended response) was that most of students wrote in the name of the

nearest major metropolitan daily (The Des Moines Register, The Seattle Post-Intelligencer or the Seattle Times, The State at South Carolina, or the Indianapolis Star; however, most Penn Staters seemed to choose The New York Times.)

As for broadcast media use, 37 percent of the group said they watched fewer than 5 hours of television per week, and 30 percent said they watched between five and ten hours per week. These rates were much lower than for the Barrows (1981) group. Only eight percent said they watched world and national news on television every day; 25 percent said they watched it less than once a week. Eleven percent of the group watched local TV news every day; 24 percent said they watched it less than once a week. Twenty-two percent listened to radio news more than once a day; 21 percent listened less than once a week. In general, the media persons read the print media far more often than the general college population did in 1980, and they used the broadcast media far less often than the general population.

With regard to the list of sixteen fictitious headlines, the more popular choices of 1980 were also the more popular choices of 1938, with "New York Surgeons Re-Attach Man's Severed Leg" leading both packs. "World Cup Soccer Tournament Draws Record Crowds" was on the bottom in 1988; "Professional Soccer Drawing Record Crowds" was on the bottom in 1980.

Barrows (1981, p. 81) reports that the headlines were in four groups of four each: international topics, U.S. topics, science and technology, and sports. Comparing these groups to

Schramm's (1949) famous definitions of immediate reward and delayed reward news, the first three groups seem to fit in the delayed reward category, while sports would seem to be an immediate reward group. Indeed, Schramm (1949, p. 260) explicitly puts sports in the delayed reward group. A factor analysis showed that the four sports headlines (Super Bowl, World Cup, McEnroe-Edberg, and Women's Basketball) were the strongest factor. Using the four sports headlines as a scale and comparing it to the score - presuming a negative correlation - produced a negative but weak Pearson correlation of -0.15115, with a significance level of 0.0250.

There was some trepidation whether the journalism students would do well on the questions of knowledge or not. The trepidation was justified, because the scores were atrocious by any stretch of the imagination. The mean score for the whole group of 220 was 14.55 correct out of a possible 32 correct - a "grade" of 45 percent. The high score was 26 out of 32, the low was 4 out of 32, and the standard deviation was 3.933. Broken out by universities, the South Carolinians had the lowest mean, 13.82, and the twenty Penn Staters had the highest mean, 16.60 - but that is hardly a cause for celebration.

The 67 males had a mean score of 16.31 while the 153 females had a mean score of 13.77; the $p > f$ value was 0.0001, significant at the 0.05 level. There were no significant differences among college classes, nor among career choices. However, news-editorial contrasted with all other career choices combined was

significantly different ($p > f = 0.0090$). For the thirteen international activities, only tourism ($p > f = 0.0226$) and overseas employment ($p > f = 0.0424$) proved significant. Overseas employment was especially interesting, because the four who said they had worked overseas outscored the 216 who did not.

To test Hypothesis 5, a scale was constructed from the international activities listed in Question 6 of Part A. One point was allotted for each activity, except for "development-service" (there were no respondents in this category) and "none of the above" (which was not relevant). Two points were allotted for "overseas employment" and "travel outside the U.S.", since these two categories tested significant. When this scale was compared to the score, it produced a weakly positive Pearson correlation of 0.17261, but with a significance level of 0.0103.

There were no significant differences among the cohorts of time spent overseas, and a contrast of those who had been overseas for more than six months against those overseas less than six months was just short of significance ($p > f = 0.0585$). A scale developed from the six time-overseas cohorts, with 1 being the least amount of time and 6 the greatest, and compared with the score, produced a weakly positive Pearson correlation of 0.19298 with a significance factor of 0.0084.

With regard to media usage, there were several significant results. There were significant differences across the information sources at four degrees of freedom, magazine users

contrasted with all others scored significantly better ($p < 0.0028$; n for magazines = 7), and newspaper and magazine users combined scored significantly better when contrasted with radio and television users ($p < 0.0058$). However, newspaper readers contrasted with all others didn't score significantly better than all others ($p < 0.8657$).

Frequency of newspaper usage did produce significant results. Across four degrees of freedom, the p value was 0.0240, and when those who read a newspaper at least three days a week are contrasted with those who didn't, the difference in favor of the longer readers is even more significant ($p < 0.0038$). A scale developed from the five frequency categories, with 1 being the least frequent newspapers and 5 being the most frequent, and compared with the score, produced a weakly significant Pearson correlation of 0.17736, with a significance factor of 0.0084. Those who did not read the entertainment section of the newspaper scored better than those who did ($p < 0.0417$), and those who read the editorials scored better than those who did not ($p < 0.0244$). Also, the persons who said they regularly read a newspaper with international news scored better than those who did not ($p < 0.0120$), and readers of weekly newsmagazines scored better than non-readers ($p < 0.0145$).

On the broadcast usage side, there were no significant results from any of the questions, with one curious exception. The mean score of those who watched local television news 5-7 days per week was 11.95 ($n=24$). There were a couple of

significant differences obtained in a Scheffe test of the group, and a contrast of the 6-7 day group with the rest produced a p -value of 0.0004. The researcher has dubbed this anomaly the "Couch Potato Cliff," and he is at a loss to explain it.

A scale developed from the six frequencies of television usage, with 1 being the least amount of television usage and 6 being the most, and compared with the score, produced a negative Pearson correlation of -0.066852, with a significance factor of 0.3116.

The group of sixteen headlines did produce some significant results. There were statistically significant differences in five headlines ("Severed Leg", "New Computer", "McEnroe-Edberg", "India Sterilizations", and "Trade Embargo"). For the first three of those headlines, those who did not choose the headline scored significantly better than those who did.

We now consider the performance on the individual questions of knowledge. Complete results are found in Table 4 in the Appendix. There are two ways to examine the scores: first in terms of the "Eisenhower List," and then by bringing the percentages of incorrect answers into account. Table 1 here lists the Eisenhower categories and ranks them in terms of the mean percentage of their correct answers.

Table 1. Eisenhower List in Terms of Means Correct

CATEGORY	PERCENTAGES CORRECT	MEAN
Health	53, 98	73%
Art & Culture	66, 81, 42	63
Human Rights	71, 99, 28	62.2
Population	92, *20, 58	56.6
Food	24, 63	43.5
International Trade	59, 26	42.5
Environment	21, 59	40
War & Armaments	39, *35, *28, 57	39.75
Relations among States	*57, 22, *46, *22	35.25
Energy	9, 14, *73	32
Race/Ethnicity	40, 23	31.5
Religious Issues	7, 35	21

Barrows reported that in his 1980 survey, the questions on health, art and culture, and population came out on top in terms of correct answers, while energy, relations among states, and religious issues were on the bottom (Barrows, 1981, p. 135). This result was repeated in this survey.

To take the incorrect answers into account, the researcher has divided the thirty-two questions into five groups, based on performance. Class A, "Strong Understanding," comprises those questions with correct response rates of 65 percent or more. Class B, "Weak Understanding," are those questions with correct response rates from 50 to 65 percent. Class C, "Misunderstanding," are those questions where the three wrong answers had a response rate of 50 percent. Class D, "Strong Misunderstanding," are where two wrong answers together reached a 50 percent response rate. Finally, Class E, "Very Strong Misunderstanding," is the unfortunate group where one wrong answer reached a 50 percent or more response rate. The classes are presented below.

Table 2. The Five Classes

CLASS A - STRONG UNDERSTANDING

- Q. # 1 (Culture Groups)
 2 (Most Popular World Sport)
 3 (Third World Population in Cities)
 16 (Definition of "Apartheid")
 17 (Origin of Term "Genocide")
 22 (Elimination of Smallpox)
 *26 (Strait of Hormuz)

CLASS B - WEAK UNDERSTANDING

- Q. # 8 (Economic Growth of the "Four Tigers")
 9 (Distribution of Infant Formula in Third World Countries)
 *10 (Map of Central America)
 11 (The "Brain Drain")
 12 (Exhaustion of Natural Resources)
 27 (Third World Economic Development)
 30 (Announced Aims of Terrorist Groups)

CLASS C - MISUNDERSTANDING

- Q. # 15 (USSR Republics)
 *18 (Intermediate Nuclear Forces (INF) Treaty)
 *28 (War in Asia)
 29 (Accomplishment of Helsinki Accords)

CLASS D - STRONG MISUNDERSTANDING

- Q. # 7 (Communication Medium Reaching Largest No. of Persons)
 14 (Definition of "Assured Destruction")
 *19 (Country Without Nuclear Weapons)
 20 (Countries with the Most Ethno-Linguistic Diversity)
 *23 (City with the Largest Population)
 24 (Nonalignment)
 25 (Characteristics of Islam)

CLASS E - VERY STRONG MISUNDERSTANDING

- Q. # 4 (Environmental Alteration of the Earth's Surface)
 5 (Third World Food Imports)
 6 (Common Elements of World Religions)
 13 (Vulnerability to an "Oil Shock")
 21 (List of OPEC Member Countries)

Note: Starred numbers (*) indicate new questions)

Class E requires further analysis. For question 4, only 21 percent picked the correct answer, "cultivation of crops," while 72 percent thought that urbanization had altered the most of the earth's surface environment. This held true even at Iowa State, the agricultural university in the quintessential agricultural state, where 69 percent thought urbanization dominated the earth. In question 5, fifty-six percent of the future media professionals thought that developing countries did not have enough resources to grow their own food. Only 24 percent correctly realized that many of these countries have been encouraged to grow bananas and sugarcane instead of the food crops they need.

Fifty-one percent of the respondents thought that Christianity, Judaism, Islam, Buddhism, and Hinduism all insist on a personal identification with a single religion. Only seven percent understood that they all have a tradition of mysticism. Another 57 percent thought that Brazil was the one of four countries least vulnerable to another "oil shock", while only nine percent correctly realized the United States was the least vulnerable (the other choices were Japan and West Germany). In another oil question, 74 percent of the future journalists thought that OPEC was an all-Middle Eastern organization. This question also fooled the respondents in the Barrows (1981) survey; about 57 percent of that group chose this response. Only 14 percent of this group (and about 25 percent of the Barrows group) understood that OPEC includes Venezuela, Indonesia, and Nigeria as well.

V - Resolution of Hypotheses

When compared to the gathered data and the statistical analysis, the hypotheses may be judged as follows:

Hypothesis 1 (news-ed students score significantly better than any other career group) was strongly supported by the statistical analysis. The difference of the news-ed group above the combined other groups had a $p > f$ value of 0.0090, significant at the 0.05 level.

Hypothesis 2 (those who rely on print sources for news score better than those who rely on broadcast sources) was also strongly supported by the statistical analysis. The difference in the print group above the broadcast group had a $p > f$ value of 0.0058, significant at the 0.05 level.

Hypothesis 3 (high newspaper readers score better than low newspaper readers) was also strongly supported by the analysis. The general increase in scores with higher newspaper reading rates was significant ($p > f = 0.0240$, $DF=4$), and the contrast of the more-than-three-day-per-week readers with the less-than-three-day per-week readers tested significant ($p > f = 0.0038$, $DF=1$).

Hypothesis 4 ("serious" news readers score better than non-serious news readers) was not strongly supported by the analysis. The "immediate reward" group of "sports" headlines, which were presumed to have a negative correlation with the score, did so, significantly ($p > f = 0.0250$), but only weakly (Pearson correlation -0.15115).

Hypothesis 5 (higher levels of international activity produce higher score) was not strongly supported by the analysis. A comparison of a scale of international activities produced a weakly positive Pearson coefficient of 0.17261, which was however significant ($p > f = 0.0103$).

Hypothesis 6 (longer stayers overseas have better international knowledge) fell just short of support. The contrast between the long-stayers (six months overseas or more) above the others produced a $p > f$ value of 0.0585, just short of the 0.05 significance standard.

Hypothesis 7 (long-stayers score better than high newspaper readers, who in turn score better than high TV watchers) was not supported by the analysis. The time overseas scale had a weakly positive Pearson coefficient of 0.19298 ($p > f = 0.0041$), the newspaper usage scale had a weakly positive coefficient of 0.17736 ($p > f = 0.0084$), and the television scale was both weakly negative and not significant.

VI - Discussion and Implications

The results of this survey paint a bleak picture for America's relationship with the outside world. The levels of international knowledge among American young people were unacceptable in 1980 (Barrows, 1981). Nearly ten years later, they have fallen even from that level for America's future media professionals - this country's next generation of reporters.

Not everything is hopeless. But where is the hope and where is the despair? Compare the "Strong Understanding" group of questions with the "Very Strong Misunderstanding" group.

STRONG UNDERSTANDING

Culture Groups
World Sports
Apartheid
Genocide
Smallpox
Strait of Hormuz
Third World Population
in Cities

VERY STRONG MISUNDERSTANDING

Environmental Alteration
Third World Food Imports
Commonalties of Religions
Oil Vulnerability
OPEC Members

What springs to mind here is that today's headlines might be understood, but the underlying concepts are not. Contrast the Strait of Hormuz question (73% correct) with the oil vulnerability and OPEC membership questions (9% and 14% correct). The respondents remember seeing pictures of the U.S. Navy in the Persian Gulf, and they recall that a "strait of Hormuz" was connected with this. But they don't understand that OPEC goes beyond the Middle East, and that energy crises are not limited to California gas pumps.

Compare also the good response on the Third World overcrowding question with the poor response on the Third World food import question. Shantytowns in El Salvador and the Philippines and starvation in Ethiopia make great video. And the "Band-Aid" and "Live-Aid" and Artists United Against Apartheid mega-concerts surely reinforce those headlines for young Westerners. On the other hand, World Bank trade figures make lousy video. No wonder young Americans don't understand why Africa starves. Actually, the curious result is why the smallpox question did so well (88%

correct, better than the 1980 results), considering that a) it had been out of the limelight for nearly a decade before this survey was written, and b) the respondents had a choice of three other equally plausible responses.

In terms of the Babich formulation (1986) for "global understanding", these persons clearly fail the test. They do not have conceptual knowledge, factual knowledge, or a appreciation of diversity. They are not going to be able to analyze, write about, evaluate, or judge the world about them - and these are the people who will be paid to do just that.

The question now is - does the journalism school have the responsibility to prescribe an international education for its students, or does it demand a certain level of knowledge as a condition of admission? Should the first choice be taken, then there probably isn't enough in any college's catalog to make up for the deficit coming from today's high school graduates. On the other hand, if the admissions standards are set higher, journalism schools will starve for lack of customers.

The researcher believes that journalism schools need to do whatever is within their control to improve the international education of their charges, in spite of the difficulties, and let the rest of academia catch up with them. The first part of the improvement comes in strengthening requirement in foreign languages, international relations, non-U.S. history, and international communications for all journalism students, not just those few who want to be a bureau chief in London (see

Murphy and Scotton in Ogan and Brownlee, 1986, p. 47). The second part is the real challenge - the ability of the j-school to make the student's international education a real part of the person. The researcher suggests that a direct, personal study of the international environment, as opposed to a strictly academic approach, be a requirement for the program of study for every journalism student in every journalism emphasis. If this means requiring a semester or two of overseas study for graduation, then so be it. Certainly this is out of the reach of many students' pocketbooks, but target of this requirement is not - inculcating the realities of the world outside the United States into the young journalist's mental framework. Out of that framework will be woven the cloth of all the stories - the lessons, really, - that this person will write throughout his or her career. Without that part of the framework, that person's stories will be warped.

APPENDIX A.
TABLES OF DATA

Table 3. General Table of Means and Significances

SOURCE	FACTORS	N	MEANS
QUESTIONNAIRE PART A			
0. University (This question did not appear on the survey form.)	Indiana	23	13.8260870
	Iowa State	71	14.1971831
	Penn State	20	16.6000000
	South Carolina	68	13.4852941
	Washington	38	16.4736842
	DF=4	PR>F=0.0002	
Notes	A Scheffe test found the only significant differences (0.05 level) between South Carolina and Penn State, and South Carolina and Washington.		
1. Age of Respondent	18 or younger	2	16.5000000
	19	88	14.2159091
	20	57	14.9701493
	21	36	13.9722222
	22 or over	27	15.2222222
	DF=4	PR>F=0.4877	
2. Sex of Respondent	Female	153	13.7777778
	Male	67	16.3134328
	DF=1	PR>F=0.0001	
3. Race of Respondent	Asian	7	12.9571429
	Black	12	13.8333333
	Hispanic	4	16.5000000
	White	197	14.6142132
	DF=3	PR>F=0.4375	

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
4. Class of Respondent	Freshman	3	12.6666667
	Sophomore	107	13.9906542
	Junior	76	15.2236842
	Senior	34	14.9705882
	DF=3	PR>F=0.1401	
Notes	A contrast between the lower division and the upper division produced a PR>F of 0.146 (DF=1)		
5. Career Preference	Advertising	62	14.0645161
	Broadcasting	43	13.9302326
	News-editorial	58	15.8965517
	No mass comm.	8	14.1250000
	Other	14	14.9285714
	Public relations	35	13.8857143
	DF=5	PR>F=0.0724	
Notes	There were no significant differences found in a Scheffe test, but news-editorial contrasted with all others had a PR>F of 0.0090 (DF=1).		
6. Involvement in international activities (DF=1 in all cases)			
a) Travel for pleasure outside the U.S.	No	96	13.8645833
	Yes	124	15.0806452
	PR>F=0.0226		
b) Played sports outside the U.S.	No	212	14.6132075
	Yes	3	12.8750000
	PF>F=0.2206		
c) Served in the Armed Forces overseas	No	218	14.5642202
	Yes	2	13.0000000
	PR>F=0.5768		

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
d) Worked overseas	No	216	14.4768519
	Yes	4	18.5000000
	PR>F=0.0424		
e) Studied in H.S. overseas	No	210	14.5809524
	Yes	10	13.9000000
	PR>F=0.5939		
f) College study abroad	No	214	14.4813084
	Yes	6	17.0000000
	PR>F=0.1221		
g) Had an overseas penpal	No	132	14.5227273
	Yes	88	14.5909091
	PR>F=0.9001		
h) Worked in the U.S. w/ overseas contact	No	197	14.3756345
	Yes	23	16.0434783
	PR>F=0.0541		
i) Volunteered in U.S. w/ foreign contact	No	214	14.5700935
	Yes	6	13.8333333
	PR>F=0.6520		
j) Lived with parents overseas	No	198	14.3888889
	Yes	22	16.0000000
	PR>F=0.0683		
k) Something besides (a)-(j)	No	202	14.4158416
	Yes	18	16.0555556
	PR>F=0.0902		

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
1) None of the above	No	161	14.8322981
	Yes	59	13.7796610
	PR>F=0.0786		
7. Time spent outside U.S.	Never out of US	77	13.7922078
	2 weeks or less	69	14.6304348
	2 weeks-6 mos.	46	14.6304348
	6 months-1 year	6	15.1666667
	1 year-2 years	5	16.1666667
	More than 2 yrs.	16	16.6875000
	DF=5	PR>F=0.1153	
Notes	Less than six months overseas contrasted with more than six months overseas: PR>F=0.0585 (DF=1). Less than one year overseas contrasted with more than year overseas: PR>F=0.0733 (DF=1)		
9. Main source of information on curr. events	Magazines	7	18.4285714
	Newspapers	111	14.9288288
	Radio	21	14.1904762
	Talking w/others	7	12.1428571
	Television	74	14.0945946
		DF=4	PR>F=0.0235
Notes	Scheffe test produced no significant differences. Magazines contrasted against all others produced PR>F=0.0028 (DF=1). Newspapers contrasted with all others produced PR>F=0.8657 (DF=1). Print contrasted with broadcast produced PR>F=0.0058 (DF=1)		
9. Rate of newspaper reading	Every day	83	14.8795181
	5-6 times/week	43	15.6046512
	3-4 times/week	52	14.4807692
	1-2 times/week	31	13.0000000
	Less than 1X/week	11	12.6363636
		DF=4	PR>F=0.0240

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
Notes	High readers of newspapers (3 times or more per week) contrasted with low readers of newspapers produced PR>F=0.0038 (DF=1)		
10. "When I read a newspaper, I read the ... (DF=1)			
a) ..sports section."	Yes	107	14.3925234
	No	113	14.6991150
PR>F=0.5646			
b) ..entertainment sect."	Yes	168	14.2500000
	No	52	15.5192308
PR>F=0.0417			
c) ..local section."	Yes	188	14.4095745
	No	32	15.3750000
PR>F=0.2000			
d) ..state section."	Yes	169	14.2958580
	No	51	15.3921569
PR>F=0.0811			
e) ..national section."	Yes	201	14.5572139
	No	19	14.4736842
PR>F=0.9297			
f) ..internat'l section."	Yes	153	14.8431373
	No	19	13.8805970
PR>F=0.0949			
g) ..financial section."	Yes	26	13.5769231
	No	194	14.6804124
PR>F=0.1798			

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
h) ..home section."	Yes	42	14.2390952
	No	178	14.6235955
	PR>F=0.5690		
i) editorials."	Yes	98	15.2142857
	No	122	14.0163934
	PR>F=0.0244		
j) ..letters to the editor."	Yes	95	14.7176471
	No	135	14.4444444
	PR>F=0.6170		
11. "I read a newspaper with int'l news."	Yes	127	15.1181102
	No	93	13.7741935
	PR>F=0.0120		
12. "I read a weekly news-magazine."	Yes	52	15.7115385
	No	168	14.1904762
	PR>F=0.0145		
13. Hours per week spent watching TV	Less than 5 hrs.	82	15.0487805
	5-10 hours	68	14.1911765
	11-15 hours	37	14.3513514
	16-20 hours	20	14.4000000
	21-25 hours	5	14.0000000
	More than 25 hrs.	8	14.1250000
	DF=5	PR>F=0.9245	
Notes	No significant differences found in Scheffe test, and a contrast between light (less than 15 hrs./week) vs. heavy users produced a PR>F of 0.6813 (DF=1).		

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
14. How often watched world & nat'l news on TV	<1 day per week	56	14.2321429
	1-2 days per week	56	14.5454545
	3-4 days per week	63	15.2063492
	5 days per week	17	13.5882353
	6-7 days per week	19	14.1666667
	DF=4	PR>F=0.5111	
Notes	No significant differences found in Scheffe test, and a contrast between light (4 days or less) and heavy users produced a PR>F value of 0.2820.		
15. How often watched local news on TV	<1 day per week	54	15.5925926
	1-2 days per week	53	14.6037736
	3-4 days per week	58	14.2068966
	5 days per week	31	15.2903226
	6-7 days per week	24	11.9583333
	DF=4	PF>F=0.0028	
Notes	Significant differences were found in the Scheffe test between 6-7 days per week vs. 1 day per week, and 6-7 days vs. 5 days per week. A contrast between 6-7 days per week and all others combined produced a PR>F value of 0.0004 (DF=1)		
16. How often listen to news on the radio	More than 1X/day	50	14.2200000
	Once a day	45	14.9777778
	Several times/week	49	13.5306122
	About once a week	29	15.5306122
	Less than 1X/week	47	15.1724138
	DF=4	PR>F=0.1939	
Notes	Contrast of heavy (more than several times per week) vs. light users produced a PR>F of 0.1023.		

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
17. Fictitious headlines (N.B.: respondents had a choice of four) (DF=1)			
A (Soviet Jews)	Yes	77	14.5064935
	No	143	14.5734266
	PR>F=0.9045		
B (Severed Leg)	Yes	113	13.6902655
	No	107	15.4579439
	PR>F=0.0008		
C (Appropriations)	Yes	22	14.5000000
	No	198	14.5555556
	PR>F=0.9501		
D (Super Bowl)	Yes	40	14.4500000
	No	180	14.5722222
	PR>F=0.0859		
E (Mississippi)	Yes	35	15.6285714
	No	185	14.3459459
	PR>F=0.0768		
F (Computer Talks)	Yes	85	13.5529412
	No	135	15.1777778
	PR>F=0.0027		
G (World Cup)	Yes	15	14.0000000
	No	205	14.5902439
	PR>F=0.5760		
H (India Steril.)	Yes	65	15.3538462
	No	155	14.2129032
	PR>F=0.0494		

Table 3. (Continued)

SOURCE	FACTORS	N	MEANS
I (Black Holes)	Yes	101	15.0693069
	No	119	14.1092437
	PR>F=0.0711		
J (Civil Service)	Yes	14	14.7142857
	No	206	13.5388350
	PR>F=0.8721		
K (Trade Deficit)	Yes	41	14.5853659
	No	179	14.5418944
	PR>F=0.9493		
L (Speed Record)	Yes	37	14.8918919
	No	183	14.4808743
	PR>F=0.5633		
M (McEnroe/Edberg)	Yes	43	13.0232558
	No	177	14.9209040
	PR>F=0.0043		
N (Trade Embargo)	Yes	75	15.6933333
	No	145	13.9586207
	PR>F=0.0018		
O (Arms Talks)	Yes	85	15.2000000
	No	135	14.1407407
	PR>F=0.0516		
P (Basketball Playoff)	Yes	33	13.4242424
	No	187	14.7486631
	PR>F=0.0745		

Table 4. Data on the Questions of Knowledge

KEY: Column A: Answer number.

(Starred number indicates correct answer.)

Column 1: Percentage giving this answer at Iowa State.

Column 2: Percentage giving this answer at Indiana.

Column 3: Percentage giving this answer at Washington.

Column 4: Percentage giving this answer at South Carolina.

Column 5: Percentage giving this answer at Penn State.

Column 6: Percentage giving this answer of the whole group.

Column 7: "Barrows F/S"; that is, percentage of freshmen and seniors giving this answer in the 1990 Educational Testing Service survey, unless otherwise noted.

N=220
 n(Iowa State)=71
 n(Indiana)=23
 n(Washington)=38
 n(South Carolina)=68
 n(Penn State)=20

A	1	2	3	4	5	6	7
1. Culture Groups							
1*	63.38	69.57	73.68	57.35	90.00	66.36	53.78/64.04
2	14.08	8.70	15.79	8.82	5.00	11.36	9.58/ 6.22
3	12.68	4.35	7.89	16.18	0.00	10.91	17.14/13.33
4	9.86	17.39	2.63	17.65	5.00	11.36	13.99/12.67
2. Most Popular World Sport							
1*	78.87	86.96	86.84	76.47	95.00	81.82	72.95/86.89
2	15.49	8.70	5.26	13.24	0.00	10.91	11.67/ 6.75
3	4.23	4.35	7.89	5.88	5.00	5.45	7.02/ 2.95
4	1.14	0.00	0.00	4.41	0.00	1.82	4.92/ 1.92
3. Third World Population in Cities							
1*	94.37	86.96	92.11	94.12	90.00	92.73	82.52/92.95
2	2.82	8.70	5.26	1.47	5.00	3.64	7.43/ 3.38
3	0.00	0.00	2.63	2.94	5.00	1.82	7.00/ 2.58
4	1.41	4.35	0.00	1.47	0.00	1.36	1.03/ 0.06
Omit	1.41	0.00	0.00	0.00	0.00	0.45	2.01/ 1.04

Table 4. (Continued)

A	1	2	3	4	5	6	7
4. Environmental Alteration of the Earth's Surface							
1	59.01	78.25	57.89	88.24	55.00	72.73	63.22/62.57
2	0.00	0.00	13.16	2.94	5.00	3.64	3.22/ 3.30
3	2.82	4.35	0.00	0.00	5.00	1.82	3.34/ 2.20
4*	28.17	17.39	28.95	7.35	35.00	21.36	27.42/31.45
Omit	0.00	0.00	0.00	1.47	0.00	0.45	2.21/ 0.48
5. Third World Food Imports							
1	64.79	52.17	39.47	60.29	55.00	56.82	48.23/52.38
2*	19.72	26.09	42.11	22.06	15.00	24.55	18.12/19.72
3	4.23	4.35	2.63	10.29	5.00	5.91	8.16/ 6.15
4	11.27	17.39	15.79	7.35	25.00	12.73	22.18/20.12
6. Common Elements of World Religions							
1	36.62	47.83	26.32	26.47	35.00	32.73	36.62/35.11
2	4.23	0.00	13.16	10.29	5.00	7.27	6.12/ 5.44
3*	5.63	4.35	15.79	7.35	5.00	7.73	10.60/13.72
4	52.11	47.83	44.74	55.88	55.00	51.82	41.49/42.56
Omit	1.41	0.00	0.00	0.00	0.00	0.45	5.17/ 3.17
7. Communications Medium Reaching Largest Number of Persons							
1	18.31	21.74	18.42	35.29	50.00	26.82	23.19/15.18
2	7.04	8.70	2.63	0.00	5.00	4.09	8.46/ 8.27
3	32.39	26.09	21.05	26.47	10.00	25.91	18.33/18.85
4*	39.44	43.48	57.89	38.24	35.00	42.47	46.56/55.79
Omit	2.82	0.00	0.00	0.00	0.00	0.91	3.46/ 1.91
8. Economic Growth of the "Four Tigers"							
1*	54.93	47.83	65.79	61.76	70.00	59.55	47.25/61.21
2	16.90	8.70	15.79	13.24	5.00	13.64	9.57/ 9.44
3	15.49	21.74	10.53	13.24	15.00	14.55	25.11/13.56
4	11.27	21.74	7.89	11.76	10.00	11.82	14.61/11.54
Omit	1.41	0.00	0.00	0.00	0.00	0.45	3.46/ 4.25

Table 4. (Continued)

A	1	2	3	4	5	6	7
9. Distribution of Infant Formula in Third World Countries							
1*	45.07	52.17	57.89	58.82	60.00	53.64	52.27/55.26
2	12.68	17.39	5.26	13.24	10.00	11.82	11.22/ 6.85
3	29.58	17.39	28.95	17.65	20.00	23.64	19.84/26.23
4	12.68	13.04	7.89	10.29	10.00	10.91	13.21/ 9.61
10. Map of Central America							
1	26.76	17.39	13.16	22.06	25.00	21.82	New Question
2	5.63	4.35	5.26	0.00	5.00	3.64	
3*	42.25	60.87	60.53	48.53	65.00	51.36	
4	25.35	17.39	13.16	25.00	5.00	20.45	
Omit	0.00	0.00	7.89	4.41	0.00	2.73	
11. The "Brain Drain"							
1	22.54	21.74	21.05	26.47	25.00	23.64	19.54/11.49
2	9.86	8.70	5.26	10.29	0.00	8.18	13.53/ 7.04
3*	63.38	47.83	63.16	50.00	70.00	58.18	36.70/59.62
4	4.23	21.74	10.53	13.24	5.00	10.00	20.60/14.41
12. Exhaustion of Natural Resources							
1	12.68	17.39	10.53	27.94	25.00	18.64	13.06/11.60
2	8.45	17.39	5.26	8.82	0.00	8.18	10.37/ 7.38
3*	59.15	52.17	76.32	51.47	65.00	59.55	53.24/60.25
4	19.72	13.04	7.89	11.76	10.00	13.64	20.88/19.42
13. Vulnerability to an "Oil Shock"							
1*	5.63	0.00	5.26	19.12	10.00	9.55	13.28/15.07
2	16.90	17.39	21.05	17.65	25.00	18.64	14.59/ 7.48
3	9.86	8.70	15.79	19.12	15.00	14.09	10.23/ 6.26
4	67.61	73.91	57.89	44.12	50.00	57.73	58.40/70.26
14. Definition of "Assured Destruction"							
1	4.23	8.70	7.89	4.41	5.00	5.45	5.95/ 3.70
2	11.27	4.35	2.63	10.29	10.00	8.64	8.00/ 6.15
3	42.25	52.17	50.00	47.06	35.00	45.45	54.03/47.16
4*	42.25	30.43	34.21	38.24	50.00	39.09	25.16/35.98
Omit	0.00	4.35	5.26	0.00	0.00	1.36	6.86/ 7.01

Table 4. (Continued)

A	1	2	3	4	5	6	7
15. USSR Republics							
1*	35.21	43.48	57.89	29.41	65.00	40.91	25.08/35.90
2	23.94	21.74	10.53	30.88	10.00	22.27	25.08/32.82
3	16.90	17.39	15.79	25.00	10.00	18.64	32.82/25.96
4	23.94	17.39	15.79	14.71	15.00	18.18	12.71/14.43
16. Definition of "Apartheid"							
1	22.54	13.04	7.89	20.59	10.00	17.27	13.88/10.16
2*	66.20	69.57	89.47	63.24	85.00	71.36	44.09/64.11
3	2.82	4.35	2.63	10.29	0.00	5.00	17.45/ 9.26
4	8.45	13.04	0.00	5.88	5.00	6.36	9.24/ 5.05
17. Origin of the Term "Genocide"							
1	2.82	0.00	0.00	10.29	5.00	4.55	4.07/ 3.00
2*	90.14	95.65	97.37	82.35	85.00	89.09	74.88/88.48
3	5.63	0.00	2.63	7.35	5.00	5.00	9.68/ 3.71
4	0.00	4.35	0.00	0.00	5.00	0.91	4.24/ 2.11
Omit	1.41	0.00	0.00	0.00	0.00	0.45	7.12/ 2.70
18. Intermediate Nuclear Forces (INF) Treaty							
1	5.63	0.00	18.42	17.65	20.00	12.27	9.53/ 7.55
2*	35.21	39.13	28.95	35.29	45.00	35.45	26.67/28.48
3	38.03	52.17	31.58	36.76	30.00	37.27	42.46/50.92#
4	16.90	4.35	13.16	7.35	5.00	10.91	13.55/ 7.71
Omit	4.23	4.35	7.89	2.94	0.00	4.09	7.80/ 5.34
Note: In the original Barrows version, this question asked about the SALT II Treaty of 1979. In that version, answer 3 (#) was correct.							
19. Country without Nuclear Weapons							
1	26.76	34.78	18.42	29.41	20.00	26.36	New Question
2	30.99	17.39	26.32	25.00	15.00	25.45	
3*	25.35	17.39	26.32	25.00	15.00	28.64	
4	16.90	30.43	31.58	13.24	15.00	19.55	

Table 4. (Continued)

A	1	2	3	4	5	6	7
20. Countries with the Most Ethno-Linguistic Diversity							
1	16.90	39.13	23.68	23.53	35.00	24.09	17.90/11.01
2	59.15	47.83	26.32	42.65	40.00	45.45	40.62/49.23
3*	18.31	8.70	36.84	25.00	25.00	23.18	25.94/29.98
4	5.63	4.35	13.16	8.82	0.00	7.27	9.93/ 5.65
21. List of OPEC Member Countries							
1	69.01	78.26	78.95	75.00	75.00	74.09	56.19/57.50
2	12.68	13.04	5.26	8.82	0.00	9.09	7.33/ 2.14
3	0.00	0.00	5.26	2.94	5.00	2.27	8.47/ 6.69
4*	18.31	8.70	10.53	13.24	20.00	14.55	20.99/29.06
22. Elimination of Smallpox							
1	1.41	4.35	0.00	5.88	5.00	3.18	2.66/ 4.53
2	4.23	0.00	7.89	10.29	0.00	5.91	8.21/ 4.51
3	0.00	0.00	2.63	4.41	0.00	1.92	3.78/ 3.87
4*	94.37	95.65	86.84	79.41	95.00	88.64	82.93/85.93
23. City with the Largest Population							
1	49.30	52.17	39.47	41.18	50.00	45.45	28
2*	16.90	17.39	36.84	13.24	25.00	20.00	15
3	4.23	0.00	2.63	2.94	0.00	2.73	9
4	29.58	30.43	21.05	42.65	25.00	31.82	33
Note: This question was adopted from the 1988 Gallup survey on geographic knowledge for the National Geographic Society (see Grosevnor, 1988). Percentages listed are those in a national survey covering all age groups giving those responses. Other choices or "don't know" had a combined rate of 24 percent.							
24. Nonalignment							
1*	28.17	26.09	15.79	17.65	30.00	22.73	17.32/29.45
2	22.45	17.39	21.05	22.06	30.00	22.27	28.61/25.83
3	7.04	26.09	10.53	17.65	15.00	13.64	13.19/ 8.60
4	33.80	21.74	39.47	36.76	20.00	33.18	24.03/24.69

Table 4. (Continued)

A	1	2	3	4	5	6	7
25. Characteristics of Islam							
1	8.45	17.39	10.53	4.41	5.00	9.18	10.45/ 7.79
2	15.49	13.04	5.26	16.18	0.00	12.27	15.10/ 6.81
3	45.07	43.48	36.84	44.12	55.00	44.09	34.09/36.51
4*	29.58	26.09	47.37	35.29	40.00	35.00	34.42/42.25
Omit	1.41	0.00	0.00	0.00	0.00	0.00	5.93/ 6.64
26. Strait of Hormuz							
1	2.82	8.70	7.89	17.65	0.00	8.64	0.0
2*	77.46	69.57	84.21	61.76	80.00	73.18	94.0
3	12.68	13.04	5.26	20.59	20.00	14.55	0.8
4	4.23	4.35	2.63	0.00	0.00	2.27	0.8
Omit	2.82	4.35	0.00	0.00	0.00	1.36	4.0
Note: These results are in comparison with <u>pre-test</u> results from Pirro (in preparation).							
27. Third World Economic Development							
1	8.45	4.35	0.00	5.88	0.00	5.00	6.24/ 2.52
2	16.90	4.35	18.42	20.59	20.00	17.27	19.50/21.50
3*	61.97	65.22	57.89	66.18	65.00	63.18	57.86/55.84
4	11.27	21.74	18.42	7.35	15.00	12.73	9.19/ 6.86
Omit	1.14	4.35	5.26	0.00	0.00	1.82	7.20/ 3.28
28. War in Asia							
1*	52.11	39.13	52.63	41.18	40.00	46.36	New Question
2	29.58	26.09	15.79	29.41	35.00	27.27	
3	8.45	26.09	13.16	14.71	20.00	14.09	
4	8.45	4.35	13.16	13.24	5.00	10.00	
Omit	1.14	4.35	5.26	1.47	0.00	2.27	
29. Accomplishment of the Helsinki Accords							
1	19.72	34.78	23.68	23.53	25.00	23.64	26.11/27.41
2	25.35	26.09	5.26	20.59	25.00	20.45	15.58/13.94
3	25.35	8.70	13.16	23.53	25.00	20.91	19.32/12.18
4*	25.35	26.09	44.74	25.00	25.00	28.64	19.81/28.57
Omit	4.23	4.35	13.16	7.35	0.00	6.36	19.18/17.90

Table 4. (Continued)

A	1	2	3	4	5	6	7
30. Announced Aims of Terrorist Groups							
1	4.23	13.04	2.63	14.71	0.00	7.73	9.70/ 9.45
2*	57.75	60.87	65.79	47.06	75.00	57.73	49.13/61.05
3	22.54	8.70	15.79	14.71	15.00	16.82	16.74/11.60
4	12.68	13.04	7.89	17.65	10.00	13.18	15.10/10.50
Omit	2.82	4.35	7.89	5.88	0.00	4.55	9.70/ 9.45
31. Ocean Declared a Nuclear-Free Zone							
1	38.03	26.09	28.95	27.94	45.00	32.73	24.8
2	30.99	26.09	13.16	35.29	20.00	27.31	4.0
3	14.08	17.39	21.05	16.18	0.00	15.00	17.6
4*	15.49	26.09	34.21	17.65	35.00	22.27	42.4
Omit	1.41	4.35	2.63	2.94	0.00	2.27	11.2
Note: These results are in comparison with <u>pre-test</u> results from Pirro (in preparation).							
32. Third World Demands in "North-South Talks"							
1*	29.58	21.74	15.79	32.35	20.00	26.36	22.40/24.91
2	19.72	17.39	18.42	16.18	25.00	18.64	18.15/16.85
3	30.99	43.48	36.84	25.00	45.00	32.73	29.36/27.49
4	18.31	13.04	15.79	22.06	10.00	17.73	15.67/12.08
Omit	1.41	4.35	13.16	4.41	0.00	4.55	14.41/18.67

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Department of Journalism
and Mass Communication
Telephone 515-294-4340

Dear Participant,

In recent years, global education has become a topic of discussion in higher education, particularly in journalism education. The Iowa State University Department of Journalism and Mass Communication is conducting a survey in journalism schools across the United States to assess the levels of world knowledge among journalism students.

Your instructor has kindly agreed to let your class participate in this project. For this purpose, your instructor has set aside about one-half hour of this class period, which should be enough time for you to complete this survey.

The information that you supply will be treated with complete confidence and will be used *only* for research purposes. In particular, the information you supply *will not* affect your grade in this course in any way. However, you are free to choose to not participate, if you so wish.

We greatly appreciate your response! If you have any questions about this study, please call or write either of us at the address or the telephone number on this letter.

Thank you for your cooperation.

A handwritten signature in cursive script that reads "Patrick McGrath".

Patrick McGrath
Research Assistant
Department of Journalism
and Mass Communication
(515) 294-4340

A handwritten signature in cursive script that reads "Karl Friederich".

Karl Friederich
Professor
Department of Journalism
and Mass Communication
(515) 294-0473

DIRECTIONS FOR THIS SURVEY

This survey is designed to measure the level of knowledge of international affairs among journalism students. It consists of two parts. Part A contains questions about your personal characteristics and your use of newspapers, radio, and television. Part B asks you specific questions about world geography, economics, and political conditions.

IMPORTANT: Your answers will be kept confidential and will be used for research purposes *only*. For that reason, please don't put your name on this survey form or sign it or otherwise identify it as yours.

On the left-hand side of each question is a blank space for the answer. Please write the letter of what you consider to be the correct answer in that space.

Please ignore the numbers under the answer blanks. They are for computer tabulation only and do not affect your results.

NOTE: Several questions in Part A ask you to give more than one answer. These questions have spaces for check marks on the left-hand side of each answer. Please check off your answers as directed in each question.

All of the questions in Part B require only one answer.

This survey should take about thirty (30) minutes to complete.

**A SURVEY OF THE INTERNATIONAL KNOWLEDGE
OF
JOURNALISM AND MASS COMMUNICATION STUDENTS**

Written by Patrick McGrath, Iowa State University

PART A - DEMOGRAPHICS AND MEDIA USAGE

1. _____
(5)
 1. What is your age in years?
 - a. 18 or younger
 - b. 19
 - c. 20
 - d. 21
 - e. 22 or older
2. _____
(6)
 2. What is your sex?
 - a. Male
 - b. Female
3. _____
(7)
 3. How would you describe yourself?
 - a. *White, not of Hispanic origin.* Persons having origins in any of the original peoples of Europe.
 - b. *Black, not of Hispanic origin.* Persons having origins in any of the Black racial groups of Africa.
 - c. *Asian or Pacific Islander.* Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.
 - d. *American Indian or Alaskan native.* Persons having origin in any of the original peoples of North America.
 - e. *Hispanic.* Persons of Mexican, Puerto Rican, Central or South American or other Spanish culture or origin, regardless of race.
4. _____
(8)
 4. What is your class in college or university?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Other
5. _____
(9)
 5. What area of specialization do you intend to pursue in mass communication?
 - a. News-editorial journalism (print)
 - b. Broadcast journalism (radio or television)
 - c. Advertising
 - d. Public relations
 - e. A field of mass communications other than (a), (b), (c), or (d).
 - f. I do not intend to pursue a career in mass communications

6. Have you ever been involved in any of the following international activities? Check *any* that apply to you. If none apply to you, check *only* (m).
6. _____
(10-22)
- _____ a. Travel for pleasure outside the United States
 - _____ b. Sports outside the United States
 - _____ c. Military service outside the United States
 - _____ d. Employment outside the United States
 - _____ e. High school study (e.g., exchange student)
 - _____ f. College study (e.g., semester abroad)
 - _____ g. Development/service (e.g., Peace Corps)
 - _____ h. Routinely communicated with people abroad (e.g. letters to pen-pals, friends, relatives, etc.)
 - _____ i. Worked at a paid job in the U.S. that involved contact with persons from or in other countries
 - _____ j. Volunteered to work in programs in the U.S. that involved international affairs in some way
 - _____ k. Lived with parents outside the United States
 - _____ l. Some international activity other than (a) through (k)
 - _____ m. I have never been involved in international activities.
7. If you have *ever* been outside the United States, how much time did you spend abroad (altogether)?
7. _____
(23)
- a. I've never been outside the United States.
 - b. I've been abroad two weeks or less.
 - c. I've been abroad between two weeks and six months.
 - d. I've been abroad between six months and one year.
 - e. I've been abroad between one year and two years.
 - f. I've been abroad for more than two years.
8. Which of the following do you consider *your main source* of information for current events?
8. _____
(24)
- a. Newspapers
 - b. Magazines
 - c. Television
 - d. Radio
 - e. Talking with friends or other people
9. About how often do you read a newspaper?
9. _____
(25)
- a. Every day
 - b. 5-6 times a week
 - c. 3-4 times a week
 - d. 1-2 times a week
 - e. Less than once a week

10. _____
(26-35)
10. When you read a *newspaper*, which of the following do you usually read? Check any that apply to you.
- _____ a. Sports section
 - _____ b. Entertainment section
 - _____ c. Local news articles
 - _____ d. State news articles
 - _____ e. National news articles
 - _____ f. International news articles
 - _____ g. Financial section
 - _____ h. Home section
 - _____ i. Editorials
 - _____ j. Letters to the editor
11. _____
(36)
11. Do you regularly read a newspaper that carries a good deal of international news?
- a. Yes (If "Yes", please write the name of the newspaper here: _____)
 - b. No _____
12. _____
(37)
12. Do you regularly read a *national weekly news magazine* (such as *Time* or *Newsweek*)?
- a. Yes (If "Yes", please write the name of the weekly magazine or here: _____)
 - b. No _____
13. _____
(38)
13. About how many hours a week do you spend watching television?
- a. Fewer than 5 hours
 - b. Between 5 and 10 hours (inclusive)
 - c. Between 11 and 15 hours (inclusive)
 - d. Between 16 and 20 hours (inclusive)
 - e. Between 21 and 25 hours (inclusive)
 - f. More than 25 hours per week
14. _____
(39)
14. How often do you watch *world and national news* on television?
- a. 6-7 days a week
 - b. 5 days a week
 - c. 3-4 days a week
 - d. 1-2 days a week
 - e. Less than once a week
15. _____
(40)
15. About how often do you watch *local news* on television?
- a. 6-7 days a week
 - b. 5 days a week
 - c. 3-4 days a week
 - d. 1-2 days a week
 - e. Less than once a week
16. _____
(41)
16. About how often do you listen to news broadcasts on the radio?
- a. More than once a day
 - b. Once a day
 - c. Several times a week
 - d. About once a week
 - e. Less than once a week

17. Please read through the list of fictitious headlines below. If you had time to read only four (4) of the sixteen articles, which ones would you read? (Please check the four you prefer next to the title.)

17.

- ☐ a. SOVIET JEWS DENIED EXIT VISAS
- ☐ b. TEAM OF NEW YORK SURGEONS RE-ATTACH MAN'S SEVERED LEG
- ☐ c. PRESIDENT THREATENS TO VETO APPROPRIATIONS BILL PASSED BY CONGRESS
- ☐ d. REDSKINS FAVORED TO WIN SUPER BOWL
- ☐ e. MISSISSIPPI RIVER REACHES NEW LOW
- ☐ f. NEW COMPUTER "TALKS" AND "LISTENS"
- ☐ g. WORLD CUP SOCCER TOURNAMENT DRAWS RECORD CROWDS
- ☐ h. INDIAN GOVERNMENT STEPS UP VOLUNTARY STERILIZATION PROGRAM
- ☐ i. ASTROPHYSICIST'S FINDINGS CAST LIGHT ON "BLACK HOLES"
- ☐ j. SENATE COMMITTEE HEARS TESTIMONY ON CIVIL SERVICE REGULATIONS
- ☐ k. U.S. TRADE DEFICIT FIGURES GLOOMY
- ☐ l. NEW LAND SPEED RECORD SET ON SALT FLATS
- ☐ m. REFEREE TURNS McENROE-EDBERG MATCH OVER TO UMPIRE
- ☐ n. PRESIDENT CONSIDERING JAPAN TRADE EMBARGO
- ☐ o. STRATEGIC ARMS REDUCTION TALKS STALLED
- ☐ p. U.S.-SOVIET WOMEN'S BASKETBALL PLAYOFF EXPECTED IN OLYMPICS

(42-57)

PART B - QUESTIONS OF GLOBAL UNDERSTANDING

1. _____
1. Which of the following is shared by all culture groups?
- a. A structured spoken language
 - b. A written language
 - c. A structured religion
 - d. A prison system
2. _____
2. Which of the following sports is the most popular worldwide?
- a. Soccer
 - b. Baseball
 - c. Tennis
 - d. Basketball
3. _____
3. Since 1950, the percentage of the total population in Africa, Asia, and Latin America living in cities has
- a. increased
 - b. remained stable
 - c. decreased slightly
 - d. decreased greatly
4. _____
4. During the course of history, which of the following human activities has contributed most directly to the environmental alteration of the greatest area of the earth's surface?
- a. Urbanization
 - b. Livestock raising
 - c. Hunting and gathering
 - d. Cultivation of crops
5. _____
5. Which of the following is the major reason why more and more countries in Asia, Africa, and Latin America have become net food importers in the last fifty years?
- a. Generally they have not had the resources to grow enough food to feed their populations.
 - b. They have been encouraged to shift production from food crops to cash crops.
 - c. Importing food has seemed desirable as a hedge against frequent crop failures.
 - d. They have shifted a large part of their labor force to industrial production.
6. _____
6. Which of the following is shared by Christianity, Judaism, Islam, Buddhism, and Hinduism?
- a. The concept of a messiah.
 - b. A general tendency to seek converts.
 - c. A tradition of mysticism.
 - d. Insistence on personal identification with a single religion.

7. _____
7. The medium of communication that currently reaches the largest number of persons throughout the world is
- television
 - books
 - newspapers
 - radio
8. _____
8. Taiwan, Hong Kong, Singapore and South Korea all experienced which of the following during the 1970's?
- Rapid growth of light industry
 - Massive in-migration
 - Increasing poverty
 - Serious unemployment
9. _____
9. A major criticism of Western companies that persuade mothers in developing countries to substitute simulated milk for breast milk is that
- many mothers are too poor to give their infants an adequate and/or sustained diet of simulated milk.
 - the sale of simulated milk cuts into the market for domestically produced dairy products.
 - the promotion of simulated milk presupposes that all infants have same dietary needs as Western children.
 - many mothers are indirectly encouraged to have more children because the use of simulated milk makes child-rearing easier.

Question 10 refers to the map below



10. _____
10. Which of the following correctly identifies the countries labeled 1 through 5 on the map above?
- 1 = Costa Rica, 2 = Honduras, 3 = Nicaragua, 4 = El Salvador, 5 = Panama
 - 1 = El Salvador, 2 = Honduras, 3 = Panama, 4 = Costa Rica, 5 = Nicaragua
 - 1 = Honduras, 2 = El Salvador, 3 = Nicaragua, 4 = Costa Rica, 5 = Panama
 - 1 = Honduras, 2 = El Salvador, 3 = Costa Rica, 4 = Nicaragua, 5 = Panama

11. _____
11. The "brain drain" refers to the
- a. lack of opportunities for millions of high school students to receive a university education.
 - b. reluctance of many governments to employ in responsible positions nationals who have studied and received degrees abroad.
 - c. large-scale migration of highly-trained professionals to countries with higher standards of living.
 - d. lack of financial resources for the development of advanced research facilities in many of the newly independent countries.
12. _____
12. Which of the following statements about the exhaustion of natural resources is most correct?
- a. Worldwide population growth is the principal factor threatening to exhaust resources.
 - b. Because of population growth, developing countries account for a disproportionate share of the increase in demands on resources.
 - c. Both increasing rates of per capita consumption and population growth are threatening to exhaust resources.
 - d. Technological change is the principal factor threatening to exhaust resources
13. _____
13. The economy of which of the following is LEAST vulnerable to increases in the price of oil or to decreases in the supply of oil?
- a. The United States
 - b. Japan
 - c. West Germany
 - d. Brazil
14. _____
14. The term "assured destruction" refers to which of the following?
- a. The notion, shared by many pacifists, that the destruction of all nuclear weapons will assure world peace.
 - b. A technical clause, contained in many peace treaties, referring to the destruction of the arsenals of defeated parties.
 - c. The likely fate of Western civilization in the event of a third world war.
 - d. A deterrence strategy that credibly threatens a significant level of population and industrial destruction should an adversary strike first.
15. _____
15. The republics of the Soviet Union were formed primarily on the basis of
- a. the ethnic groups or nationalities of the people.
 - b. natural geographic boundaries.
 - c. the political orientation of the people.
 - d. agricultural and climatic zones.
16. _____
16. Apartheid in South Africa is a term designating which of the following?
- a. The existence of widespread racial prejudice.
 - b. A system of laws designed to separate the races.
 - c. A system of laws designed to alleviate economic inequalities.
 - d. Affirmative action against discrimination.

17. _____ 17. Widespread deaths in Cambodia in the late 1970's have been characterized by some persons as "genocide". This term was originally invented to describe
- a. the Italian subjection of Ethiopia in the mid-1930's.
 - b. Nazi extermination of Jews and others during the Second World War.
 - c. imprisonment of Japanese-Americans in the United States during the Second World War.
 - d. the Chinese invasion of Tibet in the early 1950's.
18. _____ 18. Which of the following is true of the Intermediate Nuclear Forces (INF) Treaty ratified in 1987?
- a. The members of NATO and the Warsaw Pact were the major signatory blocs.
 - b. It imposed significant reductions on the deployment of a weapons technology.
 - c. It sought to maintain an existing balance of forces between the signatories.
 - d. It imposed stringent limits on the weapons systems of powers other than the signatories.
19. _____ 19. Which of the following countries is understood *not* to have its own capability to manufacture nuclear weapons?
- a. South Africa
 - b. Pakistan
 - c. Yugoslavia
 - d. Brazil
20. _____ 20. Since 1945, political conflict and instability have often arisen as a result of racial, religious, ethnic, and linguistic differences within many states. Of the following, which three states contain within their boundaries the most ethno-linguistic diversity?
- a. Italy, Jamaica, Japan
 - b. Czechoslovakia, Sri Lanka, the United States
 - c. India, Nigeria, Iran
 - d. Panama, Romania, Turkey
21. _____ 21. Which of the following is composed entirely of members of OPEC (the Organization of Petroleum Exporting Countries)?
- a. Iran, Iraq, Kuwait, Egypt
 - b. Great Britain, Norway, Mexico, the United Arab Emirates
 - c. Syria, Lebanon, Libya, Ethiopia
 - d. Venezuela, Indonesia, Nigeria, Saudi Arabia
22. _____ 22. The major factor in the elimination of smallpox in the 1970's as an epidemic threat to the world was
- a. the introduction of better sanitation.
 - b. the introduction of better methods of treatment.
 - c. a decline in the virulence of the virus.
 - d. the implementation of worldwide vaccination programs.

23. _____ 23. Which of these cities currently has the largest population in the world?
a. Beijing (Peking), China
b. Mexico City, Mexico
c. New York, N.Y., U.S.A.
d. Tokyo, Japan
24. _____ 24. Nonalignment in international affairs can best be described as a movement
a. fostered by Nehru of India, Nasser of Egypt, and Tito of Yugoslavia, involving the refusal of some countries to be tied to a military alliance with either of the two Cold War blocs.
b. among some Third World countries to create a third international economic system, neither capitalist nor socialist, aimed at extricating these countries from the economic domination of the United States or the Soviet Union.
c. fostered by Chou En-lai of China, Castro of Cuba, and Allende of Chile to establish a third significant military bloc capable of restoring a global multipolar balance of power.
d. among socialist democratic countries to establish their neutrality in the event of war between capitalist democratic powers and totalitarian socialist powers.
25. _____ 25. All of the following are characteristics of Islam EXCEPT
a. belief in an after-life
b. belief in one God
c. recognition of Moses as an important prophet
d. veneration of Jerusalem as the faith's most holy city
26. _____ 26. The Strait of Hormuz has strategic importance because it is a "choke point" in the worldwide trade of
a. wheat and grain
b. petroleum
c. uranium ore
d. coal
27. _____ 27. Most countries that have a majority of their populations working in agriculture and earn most of their foreign exchange from agriculture exports are finding economic development difficult because
a. there is a declining world market for agricultural products.
b. they can only develop through mechanization of agriculture, but this will create large-scale unemployment.
c. they are especially vulnerable to both crop failures and world price fluctuations.
d. the income of the majority of the population depends on export earnings.

Question 28 refers to the map below.



28. Since 1945, which of the countries labeled 1, 2, 3, and 4 on the map above have *not* been in a state of war or armed conflict with the other?

28. _____
- a. 1 and 2
 - b. 1 and 4
 - c. 2 and 4
 - d. 2 and 3

29. In the area of human rights, the major accomplishment of the Helsinki Accords was the

- a. establishment of a court where human rights complaints can be heard.
- b. acknowledgment of the signatories' right to intercede in the event of one of their members violates human rights.
- c. commitment made by the United States to admit as an immigrant any Eastern European who can show that his or her human rights have been violated.
- d. recognition accorded human rights as a legitimate subject of discussion in the East-West debate.

29. _____

30. _____

30. The announced aims of political groups that have espoused terrorist tactics include all of the following EXCEPT

- a. gaining publicity for and recognition of their objectives by the general public and by other nations.
- b. drawing the regular armed forces of the government into major battles in order to destroy or capture the army's more sophisticated equipment.
- c. exposing the hypocrisy of constitutional governments by provoking violent repression.
- d. developing an identity, building patriotism, and enhancing the morale of the organization or people they claim to represent.

31. _____

31. The _____ has been declared a Nuclear Free Zone by the countries in it and on its shoreline.

- a. Baltic Sea
- b. Persian Gulf
- c. Indian Ocean
- d. South Pacific Ocean

32. _____

32. Certain diplomatic discussions between developed and developing countries on economic issues are known as the "North-South talks". In these talks, representatives of the developing countries have demanded all of the following EXCEPT

- a. the reduction of their levels of economic interdependence with the industrialized countries.
- b. the stability of world prices for their basic commodity exports.
- c. increased control over monetary lending institutions such as the International Monetary Fund.
- d. lower tariffs in industrialized countries for their exports.